

## **SIMPSONVILLE ELEMENTARY**

200 Morton Avenue  
Simpsonville, South Carolina 29681

**GRADES** K-5 Elementary School

**ENROLLMENT** 657 Students

**PRINCIPAL** Deborah V. White 864-967-1856

**SUPERINTENDENT** Dr. Phinnize J. Fisher 864-241-3456

**BOARD CHAIR** Tommie Reece 864-271-3619

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
28	25	2	0	0

#### **IMPROVEMENT RATING:**

**UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

**YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Good	N/A
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Unsatisfactory	Yes

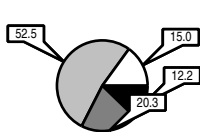
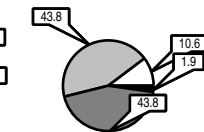
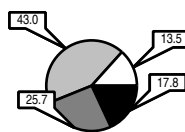
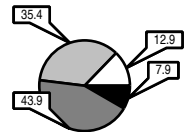
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	349	99.4	10.3	43.9	43.9	1.9	57.7	Yes	Yes
<b>Gender</b>									
Male	161	99.4	11.4	49.7	37.6	1.3	49.7		
Female	188	99.5	9.4	38.8	49.4	2.4	64.7		
<b>Racial/Ethnic Group</b>									
White	240	99.6	8.0	40.4	48.9	2.7	64.9	Yes	Yes
African-American	76	98.7	15.4	56.9	27.7	0.0	36.9	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	31	100.0	18.5	44.4	37.0	0.0	44.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	269	99.6	7.2	43.0	48.2	1.6	62.5		
Disabled	80	98.8	22.1	47.1	27.9	2.9	39.7	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	349	99.4	10.3	43.9	43.9	1.9	57.7		
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	30.0	50.0	20.0	0.0	20.0	I/S	I/S
Non-Limited English Proficient	338	99.4	9.7	43.7	44.7	1.9	58.9		
<b>Socio-Economic Status</b>									
Subsidized meals	99	99.0	18.6	47.7	32.6	1.2	41.9	Yes	Yes
Full-pay meals	250	99.6	7.3	42.5	48.1	2.1	63.5		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	349	99.7	14.7	52.7	20.4	12.2	50.5	Yes	Yes
<b>Gender</b>									
Male	161	100.0	16.1	53.7	20.1	10.1	48.3		
Female	188	99.5	13.5	51.8	20.6	14.1	52.4		
<b>Racial/Ethnic Group</b>									
White	240	99.6	9.8	48.9	24.9	16.4	58.7	Yes	Yes
African-American	76	100.0	27.7	66.2	3.1	3.1	26.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	31	100.0	25.9	51.9	22.2	0.0	40.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	269	99.6	10.8	51.0	24.3	13.9	58.2		
Disabled	80	100.0	29.4	58.8	5.9	5.9	22.1	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	349	99.7	14.7	52.7	20.4	12.2	50.5		
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	40.0	50.0	10.0	0.0	30.0	I/S	I/S
Non-Limited English Proficient	338	99.7	13.9	52.8	20.7	12.6	51.1		
<b>Socio-Economic Status</b>									
Subsidized meals	99	100.0	22.1	54.7	15.1	8.1	36.0	Yes	Yes
Full-pay meals	250	99.6	12.0	51.9	22.3	13.7	55.8		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	132	99.2	9.3	34.7	52.5	3.4	55.9
	<b>Grade 4</b>	111	100.0	13.6	40.8	44.7	1.0	45.6
	<b>Grade 5</b>	119	98.3	26.8	50.0	18.8	4.5	23.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	102	99.0	7.3	25.0	62.5	5.2	67.7
	<b>Grade 4</b>	132	100.0	9.4	51.2	38.6	0.8	39.4
	<b>Grade 5</b>	115	99.1	14.0	55.1	30.8	N/A	30.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	132	98.5	14.2	52.5	18.3	15.0	33.3
	<b>Grade 4</b>	111	100.0	8.7	53.4	27.2	10.7	37.9
	<b>Grade 5</b>	119	99.2	20.2	42.1	21.9	15.8	37.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	102	99.0	9.4	53.1	25.0	12.5	37.5
	<b>Grade 4</b>	132	100.0	17.3	61.4	10.2	11.0	21.3
	<b>Grade 5</b>	115	100.0	18.7	40.2	28.0	13.1	41.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 657)				
First graders who attended full-day kindergarten	95.7%	N/C	97.6%	100.0%
Retention rate	3.8%	Down from 4.0%	1.9%	2.7%
Attendance rate	96.9%	Up from 96.7%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.6%		3.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.2%		2.9%	3.5%
Eligible for gifted and talented	20.9%	Down from 24.5%	24.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.2%	Up from 13.9%	7.1%	8.2%
Older than usual for grade	0.6%	Up from 0.4%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	47.5%	Up from 46.7%	55.4%	51.4%
Continuing contract teachers	92.5%	Up from 88.9%	88.1%	87.5%
Highly qualified teachers**	93.9%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	82.2%	Down from 85.8%	88.5%	86.7%
Teacher attendance rate	95.8%	Down from 96.1%	95.3%	94.9%
Average teacher salary	\$43,468	Up 0.3%	\$42,422	\$40,760
Prof. development days/teacher	11.3 days	Up from 5.5 days	10.3 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 4.5 to 1	20.7 to 1	18.9 to 1
Prime instructional time	91.8%	Down from 92.5%	90.8%	90.0%
Dollars spent per pupil*	\$5,337	Up 11.8%	\$5,559	\$6,044
Percent of expenditures for teacher salaries*	68.0%	Down from 68.9%	68.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The Simpsonville Elementary faculty, staff, PTA and SIC worked together to develop a mission, shared vision and school goals for the 2003-2004 school year. In developing our Strategic Plan we reviewed the most recent test data, state standards for learning and the District Education Plan. Our mission is "Preparing students to be productive, respectful and responsible." A priority for Simpsonville Elementary is to raise the academic challenge and performance of each student by increasing the percentage of students scoring PROFICIENT or above on PACT English/Language Arts by 5% and Mathematics by 6.5%. We are also working to provide a school environment supportive of learning by promoting character education as well as civic and personal responsibility. As a Village Green Grant recipient, we are integrating technology into the curriculum and implementing the district and school technology plan with lead teachers sharing lessons and strategies with their peers. We are working to improve public understanding and support of our school by involving parents and volunteers as partners with our school. Through teacher websites, all parents have access to current information from their child's class. Collecting canned goods and school supplies and "Jump Rope for Heart" promote character education and civic responsibility and help our students learn firsthand the rewards of helping others in our community. Through a yearlong cooperative grant with Washington Center, our fifth graders learned that "we are more alike than different" and that giving a gift feels good but giving of yourself feels even better. Success will be measured by student performance on standardized tests, student work samples, and attendance logs for conferences, PTA meetings, and staff development.

Simpsonville Elementary School has a long history of strong academic achievement. We believe that use of the Four Block Reading model, Every Day Counts Math, academic enrichment, parent volunteers and outstanding parental support of academic programs contribute to student success. We have an experienced instructional staff, many of whom have advanced degrees. The support of parents and the community is evidenced by approximately 69,000 volunteer hours and 100% membership in our PTA.

In the 2003-04 school year we moved to our new location on the site of the former Morton Elementary. A new name was chosen by the students, staff and community: Simpsonville Elementary School at Morton Place. We were able to facilitate a seamless merger of students and faculty into Simpsonville Elementary and to raise the level of academic challenge and performance of each student. Academic standards were enhanced by the information gained through the development of our Strategic Plan and the ongoing analyses of standardized test scores and other data. We had our SACS visit in March and received a very complimentary evaluation. The Peer Review Team found Simpsonville to have a family-like atmosphere, which fostered a positive interaction between the staff, students and community. It was evident that teachers used best practices to ensure that all students' emotional, physical and academic needs were met. We are enjoying our new building at Morton Place where all students and staff are valued, challenged and encouraged to do their personal best.

Mrs. Debbie White, Principal  
Mrs. Hope Willomovsky, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	36	101	61
<b>Percent satisfied with learning environment</b>	97.2%	87.0%	93.3%
<b>Percent satisfied with social and physical environment</b>	94.4%	88.9%	90.0%
<b>Percent satisfied with home-school relations</b>	97.2%	90.0%	82.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.